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ABSTRACT

Adults who had completed at least a portion of a large suburban community college's multistep admissions process were surveyed during the 1994 academic year to identify what motivated them to engage the institution (defined as persisting through the steps of the admissions process). Of 291 adult participants, 93 voluntarily disengaged the admissions process, and 198 engaged and matriculated. Each group of adult learners was administered a survey designed to assess their motivation to engage the community college and another designed to identify factors they considered a threat to their matriculating persistence. The factors ranked most highly as primary motivation centered around career development issues, such as preparation for a new occupation and increasing earning potential. The variety of degree and certificate opportunities was also cited as a reason to engage the community college. The adults identified the following motivating factors that may have threatened their persistence to complete the multistep admissions process: cost of tuition, inaccessibility of financial aid, and fear of taking tests. The results of a one-way analysis of variance showed several statistically significant differences between matriculators and disengagers. Results suggested that adults not primarily motivated by career development factors most likely disengaged from the admissions process because of their perception of cost, inaccessibility of financial aid, and anxiety about taking tests. (Contains 19 references, 4 tables, and survey instruments.) (YLB)

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Executive Summary

Adults who had at least completed a portion of a large suburban community college's multi-step admissions process were surveyed during the 1994 academic year to identify what motivated them to engage the institution. The factors ranked most highly by the adults centered around career development issues such as preparation for a new occupation and increasing earning potential. The variety of degree and certificate opportunities was also cited as a reason to engage the community college.

The adults were also asked to identify any motivating factors which may have threatened their persistence to complete the multi-step admissions process. The surveyed adults cited cost of tuition, the inaccessibility of financial aid, and fear of taking tests as factors most likely to "disengage" them from the process. The results of a One-Way Analysis of Variance (ANOVA) showed several statistically significant differences between those adults who engaged the admissions process and matriculated ("matriculators") and those who did not ("disengagers"). The results suggested that adults not primarily motivated by career development factors most likely disengaged from the admissions process because of their perception of cost, inaccessibility of financial aid, and anxiety about taking tests. Results are discussed in terms of increasing the prospective adult student's probability of matriculation by maximizing engaging motivation and minimizing disengaging motivation.

Introduction

Adult students contribute significantly to the mosaic of higher education through their diversity of knowledge and experience. Adult students (25 years of age and over) make up a large portion of the enrollment in higher education. In Ohio, approximately 42 percent (183,279) of the total post-secondary enrollment was 25 years or older for Fall 1993 (Ohio Board of Regents, 1993). Nationally, the enrollment of adults in higher education increased from 4.9 million in 1984 to an estimated 6.6 million in 1992, an increase of 34 percent. It is estimated that adults will comprise approximately 42 percent of the total national enrollment in higher education by the year 2004 (National Center For Education Statistics, 1993).

Adult students have been particularly drawn to the community college because it provides programs designed to meet their specific needs: continuing education, basic skill development, and job training and re-training. In Ohio, 56 percent (99,239) of the Fall 1993 headcount for two-year colleges was represented by adults (Ohio Board of Regents, 1993). Enrollment in U.S. two-year institutions rose from 4.2 million in 1979 to an estimated 5.5 million in 1992, a 30 percent increase over the period. Some estimate that enrollment will climb to 6.3 million by the year 2004 (National Center For Education Statistics, 1993).

The attraction of the two-year college for the adult learner is certain to become even stronger as the National Education Goals Panel sets ambitious standards for adult literacy, lifelong learning, and professional development (The National Education Goals Report, 1994). Furthermore, the performance measures established in 1994 for Ohio's two-year colleges define the mission of the community college in terms of providing continuing education and forming partnerships with industry for the education and training of the workforce to enhance the economic development of the community (Ohio Board of Regents, 1994). Providing prospective adult students maximum accessibility to community colleges will be essential for higher education to fulfill its mission.

A Gap in the Research

Thousands of prospective adult students engage the multi-step admissions processes of post-secondary education each year before voluntarily disengaging (separating from the institution) prior to matriculation. Losing these adults represents a significant opportunity cost for the nation, our states, and our local communities as reflected by the educational standards and outcomes expected of institutions and students.

A survey of the literature regarding adults in higher education revealed that most of the research has focused on why adults pursue post-secondary education, what they perceive as barriers to that pursuit, and what circumstances foster persistence and degree completion. Very few researchers have examined the factors and barriers influencing the adult's decision to matriculate throughout a multi-step admissions process.

Why Adults Pursue Education

Researchers have identified specific needs which motivate adults to pursue education. For example, it has been found that education helps to prepare the adult to cope with life changes and transitions in career, family, leisure, etc. (Americans in Transition, 1980). Houle (1961) devised a

classification of adult learners based upon their motivations to pursue post-secondary education as: 1) goal oriented-learning to accomplish certain objectives, 2) activity oriented-learning to develop social contacts and relationships with others, and 3) learning oriented-learning for the intrinsic reward of acquiring knowledge. The list of researchers who have also extensively explored adult motivation to pursue higher education includes: Miller (1967), Boshier (1973), Rubenson (1977), Cross (1981), and Cookson (1986) among others.

What Prohibits the Adult Learner

In addition to what motivates the adult to seek-out education, a significant amount of research has focused on what prohibits the adult learner from pursuing post-secondary education and persisting to degree completion. Cross (1981) asserted that an adult's decision to pursue post-secondary education includes forming and overcoming perceptual barriers of disposition (e.g., I do not matter), institution (e.g., courses are not offered when I can attend), and situation (e.g., conflicting job responsibilities). The adult may form and consider combinations of these perceptual barriers during the matriculation decision making process.

Other researchers have also identified barriers encountered by the adult learner. According to Farmer (1976), perceived barriers become important moderating factors in career development (Luzzo, 1993) that can affect the student's occupational aspirations and the quality of career decision making. In another study conducted by Smart and Pascarella (1987), it was found that "employment in public and larger organizations has a positive influence on the intention of men and women to resume their college education" because these organizations typically encourage or provide support for employees to continue their educational pursuits, or "that their employees recognize the need for further education in order to succeed in these organizations" (p.318). Based upon this sample of research, the adult learner's decision to pursue post-secondary education becomes an interaction of the adult's motivation to matriculate and the perceptual barriers that must be subsequently overcome.

Persistence to Degree Completion

A great deal of research has been conducted on the adult learner's behavior subsequent to matriculation, especially in the area of persistence to degree completion. Bean and Metzner (1985) found that the adult's rate of degree completion is low when compared with traditional students and Swift (1987) noted a tendency for adults who persist to be enrolled full-time. Naretto (1995) conducted research which suggested that membership in a supportive community is an important factor in the persistence of adult students and that persisters show greater positive involvement with student and faculty communities than those who did not persist.

MacKinnon-Slaney's (1994) Adult Persistence in Learning Model identified three components that contain factors that influence the adult learner's decision to persist: 1) personal issues (e.g., self-awareness), 2) learning issues (e.g., educational competence), and 3) environmental issues (e.g., information retrieval). Schlossberg, et al (1989) found that persistence is influenced by the adult's need to feel wanted or that he/she matters to the institution. As is evident by this sample of research, the educational persistence of adult learner's has received much attention.

The Research Problem

Most research regarding the adult student has identified what motivates the adult to pursue higher education and the barriers that are formed and must be overcome prior to engaging an institution of higher education. The research has also focused on the factors which influence the adult's decision to persist subsequent to matriculation. Less research has been conducted on the barriers or "disengagers" the adult encounters once an admissions process has been engaged. This type of research is particularly important for the community college because the two-year institution attracts the largest proportion of adult students and often requires the prospective student to complete a multi-step admissions process (often completed over a period of days) involving basic skills assessment, orientation, and academic advising. Because of these circumstances this study sought to:

1. Identify why adults wanted to engage a community college

2. Compare the matriculating adult's motivation to engage the community college to those adult's who voluntarily disengaged the process prior to matriculation

3. Identify why adults voluntarily disengaged the multi-step admission process prior to matriculation

4. Compare the "disengaging" adult's motivation to leave the multi-step admission process by each step of the process

5. Discuss the results in terms of maximizing the probability of matriculation by influencing the adult's motivation

Method

Subjects

A total of 93 adults who voluntarily disengaged the college's multi-step admissions process and 198 adults who engaged and matriculated during the 1994 academic year participated in the study. Of the disengaging adults, 91 percent were Caucasian, 5.6 percent were African-American, and 3.4 percent were Hispanic. Thirty percent of the disengaging adults were male and 70 percent were female. The demographic breakdown of the matriculating adults was as follows: Caucasian (91.7%), African-American (3.1%), Hispanic (3.6%), Other minority (1.6%), male (33.7%), and female (66.3%). The demographic profile of both groups is generally congruent with the demographic profile of the student body at-large. Females are slightly overrepresented.

Apparatus

Two versions of a 60 item survey were designed to assess the adult's motivation to engage the community college and voluntarily disengage the multi-step admissions process. Fifteen of the items assessed engaging motivation and forty-five assessed disengaging motivation. The difference between the two survey versions was found in the phrasing of the survey items assessing disengaging motivation. Adults who voluntarily disengaged the admissions process prior to matriculation were asked to identify the factors that actually influenced their decision. Adults who engaged and matriculated were asked to identify the factors they considered a threat to matriculation as they progressed through the admissions process. Survey items were subjected to expert review to ensure content validity. A four point Likert-type response scale (e.g., Not A Reason=1, A Minor Reason=2, A Major Reason=3, A Primary Reason=4) or was utilized for rating each survey item.

The Cronbach's Alpha was .72 for the group of survey items measuring engaging motivation. The Cronbach's Alpha was .92 for the group of survey items measuring disengaging motivation for the adults who matriculated and .80 for the survey version administered to the adults who disengaged.

Procedure

Each adult who qualified for participation was mailed a survey. Survey directions read as follows: "The college is trying to make it easier for prospective students to access higher education. Survey results will allow the college to identify your needs as a prospective student and make changes in admissions procedure where indicated. Please take a few minutes to complete and return this survey. Your participation is voluntary and the responses you give will be kept strictly confidential." Respondents were instructed to return the completed survey via a postage-paid addressed envelope. The matriculating adults were offered a free grade transcript as an incentive to return the completed survey. Non-respondents were mailed a second and third survey to assure an adequate response rate.

The Multi-Step Admissions Process

The college's multi-step admissions process requires that each prospective student attend an initial informational meeting with an admissions representiative (step I), participate in basic skills assessment and campus orientation (step II), and meet with an advisor to schedule classes (step III). Completion of the admissions process is sequential, requiring three separate appointments over a period of time (e.g., days).

A disengaging student is defined as a prospective adult student who voluntarily disengages the three-step admissions process. The type of disengagement (type I, type II, type III) is defined by the admissions step at which the prospective adult disengages. For example, the adult who disengages subsequent to assessment/orientation and prior to completing class scheduling would be categorized as a type II disengaging student. The prospective adult student who persists throughout the admissions process and matriculates will be termed a matriculating student. For this study, the adults were first-semester students to the college. The adults who matriculated were attending full-time or part-time.

Results

Why Adults Engaged the Community College

The adults cited career and economic development as the primary motivation for engaging the community college. Preparation for a new occupation (M=3.20, SD=1.03) and increasing earning potential (M=3.20, SD=.97) were the most prominent factors. Also cited among the most influential motivators was the variety of degrees and certificates (M=2.77, SD=1.06) available at the community college. Figure 1 shows the top five engaging motivators cited by adults.

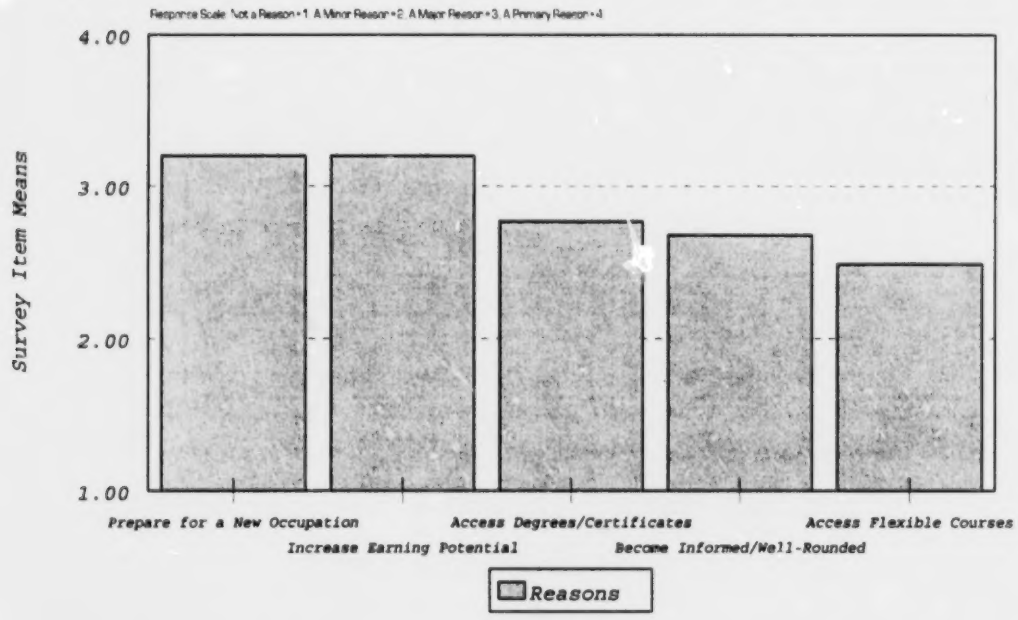

FIGURE 1. *Why adults engaged the community college: Survey item means*

Motivation to engage the community college was similar for the adults who eventually disengaged the process and those who matriculated. The disengaging adults ranked preparation for a new occupation (M=2.97, SD=1.05) and increasing earning potential (M=2.93, SD=1.04) the number one and two motivators for engaging. The matriculating adults also ranked preparation for a new career (M=3.32, SD=.92) and increasing earning potential (M=3.31, SD=1.01) as the top engaging motivators and attributed more magnitude to the two factors. The disengaging adults ranked becoming more informed/well-rounded (M=2.58, SD=1.07) third while the matriculating adults ranked the variety of degrees and certificates (M=2.86, SD=1.02) third. Figure 2 shows the top five engaging motivators cited by the disengaging and matriculating adults.

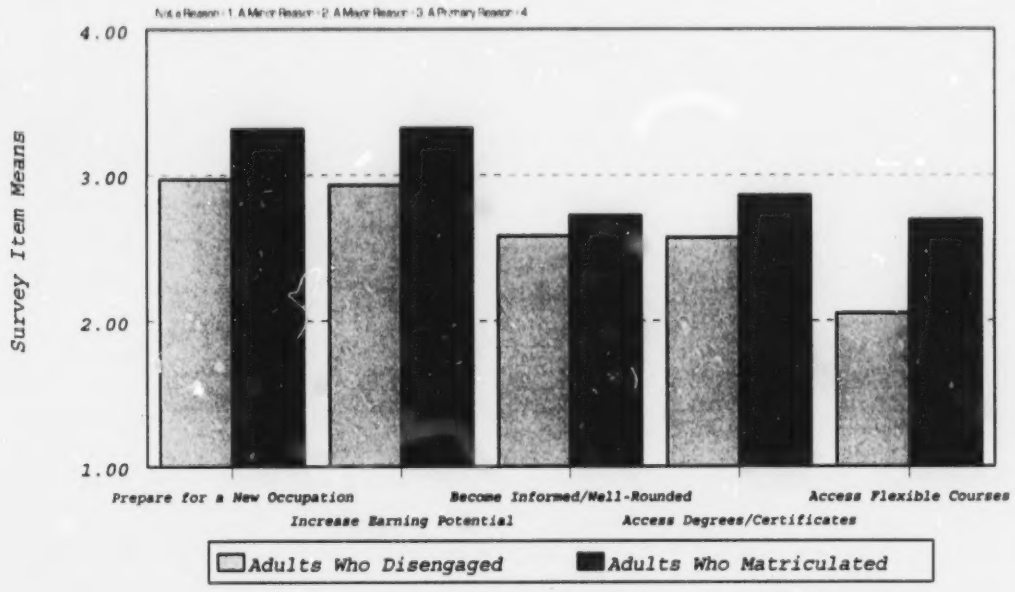

FIGURE 2. *Why adults engaged the community college by group: Survey item means*

Comparing the Adult's Motivation to Engage the Community College

Independent samples t tests revealed several statistically significant (alpha=.05) differences in the magnitude of engaging motivation between the disengaging and matriculating adults. Most notably, the matriculating adults were motivated to a significantly greater extent to increase their earning potential t(283)= -3.17, p=.00 and prepare for a new occupation t(281)= -2.63, p=.00. These items were ranked first and second by both groups of adults. Table 1 shows the statistically significant differences in engaging motivation for each group.

Table 1

Comparing the Adult's Motivation to Engage the Community College: Means, Standard Deviations, and t values

Group	Disengaged			Matriculated				
	M	SD	Rank	M	SD	Rank	t	p
1. Develop Maturity	1.57	.83	10	1.86	1.04	10	-2.31	.02
2. Affordable Tuition	1.60	.95	9	2.00	1.05	9	-3.06	.00
3. Degree/Certificates	2.57	1.12	4	2.86	1.02	3	-2.13	.03
4. Transfer Credit	1.62	1.03	8	2.08	1.10	8	-3.33	.00
5. Flexible Course Schedule	2.04	1.14	5	2.68	1.10	5	-4.46	.00
6. Increase Earning Potential	2.93	1.03	2	3.31	.91	1	-3.17	.00
7. Comply w/ Authority	1.07	.31	13	1.31	.73	13	-2.83	.00
8. Prepare for New Occupation	2.96	1.04	1	3.30	1.00	2	-2.63	.00

Note.

Response Scale: Not a Reason=1, A Minor Reason=2, A Major Reason=3, A Primary Reason=4

Why Adults Voluntarily Disengaged the Multi-Step Admissions Process

The adults who voluntarily disengaged the multi-step adimissions process cited the cost of college (M=2.48, SD=1.24), inaccessibility to financial aid (M=2.20, SD=1.31), and uncertainty about their educational goals (M=1.82, SD=1.02) as the primary motivators for disengaging. The matriculating adults cited the cost of college (M=2.55, SD=1.19), nervousness about tests (M=2.37, SD=1.09), and inaccessibility of financial aid (M=2.24, SD=1.26) as the primary threats to matriculation. Table 2 shows the top five disengaging factors cited by the matriculating adults in relation to the disengaging adults.

Table 2

What Adults Perceive as Reasons to Disengage the Multi-Step Admissions Process: Means, Standard Deviations, and Ranks

Group	Disengaged			*Matriculated		
	M	SD	Rank	M	SD	Rank
1. Not Able to Afford College	2.48	1.24	1	2.55	1.19	1
2. Unable to Obtain Financial Aid	2.20	1.31	2	2.24	1.26	3
3. Not Sure of Educational Goals/Plans	1.82	1.02	3	1.77	1.01	20
4. Conflicting Job Responsibilities	1.71	1.06	4	1.97	1.07	10.5
5. Conflicting Home Responsibilities	1.58	.99	5	2.14	1.06	5.5

Note.

Response Scale: Not a Reason=1, A Minor Reason=2, A Major Reason=3, A Primary Reason=4
*Response Scale: I Did Not Consider=1, I Did Consider a Little Bit=2, I Did Consider Some=3, I Did Consider A Lot=4

Comparing the Adult's Motivation to Disengage the Admissions Process

Differences in motivation to disengage the admissions process were analyzed by the type of disengagement (I, II, III). One-Way ANOVA with Student-Newman-Keuls post hoc group comparisons revealed two statistically significant differences. Results showed that the type III adults (disengaging subsequent to admissions step III) perceived themselves as having a greater difficulty concentrating in class than type I or type II adults (disengaging subsequent to admissions step I, II). The type III adults also had a greater perception that the college did not care about their success than type I adults. Table 3 shows the statistically significant differences in disengaging motivation for the adults who did not matriculate.

Table 3

Comparing the Adult's Motivation to Disengage the Multi-Step Admission Process: Means, Standard Deviations, and F values

Type of Disengagement	I		II		III			
	M	SD	M	SD	M	SD	F	p
1. Difficulty Concentrating in Class	**1.18**	.58	**1.22**	.57	**1.71**	1.00	4.34	.01
2. College Doesn't Care About My Success	**1.04**	.21	1.19	.56	**1.42**	.87	3.49	.03

Note.

Response Scale: Not a Reason=1, A Minor Reason=2, A Major Reason=3, A Primary Reason=4
The bold numbers represent the means of the statistically significant differences among type of disengagement

Discussion

The results of this study suggest that the adult learner engages the community college largely for career and economic development. Furthermore, those adults who are not primarily motivated by these factors most likely disengage from the multi-step admissions process because of their perception of cost, the inaccessibility of financial aid, and uncertainty about educational goals.

Results also showed a statistically significant difference between the disengaging and matriculating adults in the desire to engage the community college. The matriculating adults were more motivated to engage for the reasons mentioned above. However, because both the matriculators and disengagers ranked engaging motivators and disengaging motivators similarly, the interaction between the prospective adult student and the institution throughout the multi-step admissions process is vital. This interaction may significantly affect the motivation of the prospective adult to matriculate.

Prescriptions for Practice

The prospective adult student is motivated to persist throughout a multi-step admissions process and matriculate at the initial point of institutional contact (e.g., admissions step I). At this point, college personnel may choose to maintain and increase the probability of matriculation by maximizing the adult's engaging motivation and minimizing his/her disengaging motivation. This may entail a general, "on the spot" assessment of why the adult wants to learn and what situational or dispositional perceptions may prohibit matriculation. The official should be aware (a priori) of the institutional practices, policies, etc. that may be perceived by the adult as potential motivating factors to disengage the process.

Using the results of this study, for example, the institution's programs, services, and facilities geared specifically toward career and economic development may be featured while showing the cost-effectiveness and value of a community college's programs in comparison to other area colleges. Emphasis could also be placed upon growing technical and transfer degree program opportunities, internship opportunities, and flexible course schedules including evening, weekend, and summer courses.

In a different scenario, an admissions representative could minimize disengaging motivation attributed to the perception of inaccessibility of financial aid by generally assessing the financial needs of the adult and presenting possible financial aid sources. The adult may also be informed of the institutional assistance that is available for completing the application process. A similar process may be employed for clarifying educational goals and developing plans to meet the goals.

Results showed several statistically significant differences among those adults who disengaged the admissions process prior to matriculation. Adults qualifying as type III disengagers reported the perception of not mattering to the college to a greater extent than the type I disengagers. A disadvantage of the multi-step admissions process is the opportunity for the prospective student to "get lost" in the process which may lead to the perception of personal insignificance. A by-product of an admissions strategy which seeks to sustain and raise the prospect's level of matriculation motivation and minimize disengaging motivation should improve the student's perception of mattering to the college.

Type III disengagers also reported difficulty concentrating in class to a greater extent than type I and type II disengagers. The community college's developmental education and study skills programs should be emphasized throughout the multi-step admissions process to demonstrate a proactive curriculum that is purposely sensitive to the adult learner's needs and life issues.

Future Study

Future study should assess the disengaging motivators of the adult learner by gender, race, educational status (e.g., full-time vs. part-time) and educational intent. Identifying the disengaging motivating factors for each of these adult groups will give student development professionals a better insight into the adult learner and increase the probability of matriculation for this growing population.

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List of Tables

Table1

Why Adults Engaged the Community College: Means, Standard Deviations, and Ranks

Group	Disengaged			Matriculated		
	M	SD	Rank	M	SD	Rank
1. Gain Independence	1.34	.82	11	1.44	.85	11
2. Develop Maturity	1.57	.84	10	1.86	1.05	10
3. Family Tradition	1.07	.25	14	1.18	.60	14
4. Become Informed/Well-rounded	2.58	1.07	3	2.72	1.01	4
5. Escape Lonliness/Boredom	1.23	.56	12	1.37	.77	12
6. Affordable Tuition	1.60	.96	9	2.00	1.06	9
7. Location	2.02	1.14	6	2.27	1.11	6
8. Degree/Certificates	2.57	1.13	4	2.86	1.02	3
9. Transfer Credit	1.63	1.03	8	2.09	1.10	8
10. Flexible Course Schedule	2.05	1.14	5	2.69	1.11	5
11. Increase Earning Potential	2.93	1.04	2	3.32	.92	1
12. Comply w/ Authority	1.08	.31	13	1.31	.74	13
13. Meet a Spouse	1.04	.21	15	1.11	.44	15
14. Life Transition	1.93	1.18	7	2.17	1.25	7
15. Prepare for New Occupation	2.97	1.05	1	3.31	1.01	2

Note.

Disengaged, n=93; Matriculated, n=198

Response Scale: Not a Reason=1, A Minor Reason=2, A Major Reason=3, A Primary Reason=4

Table 2

Why Adults Disengaged the Multi-Step Admission Process: Means, Standard Deviations, and Ranks

Group	Disengaged			*Matriculated		
	M	SD	Rank	M	SD	Rank
1. Fear of Failure	1.34	.73	12	1.97	.99	10.5
2. No Confidence in Basic Skills	1.26	.63	19.5	1.94	1.06	12
3. Not Enough Energy	1.35	.70	9.5	1.87	.98	15
4. Tired of School	1.05	.27	37.5	1.36	.73	36
5. Unrealistic Expectations of School	1.03	.18	40	1.47	.74	31.5
6. I Do Not Matter to the College	1.22	.55	25.5	1.49	.85	30
7. I Do Not Belong At the College	1.19	.58	28.5	1.59	.91	25
8. Not Committed to Begin College	1.34	.68	12	1.51	.84	29
9. Nervous About Tests	1.35	.75	9.5	2.37	1.09	2
10. Alone and Isolated at College	1.23	.63	23.5	1.71	.98	22.5
11. Not Sure of Educational Goals/Plans	1.82	1.02	3	1.77	1.01	20
12. Difficulty Concentrating in Class	1.31	.72	14.5	1.76	.89	21
13. College Does Not Care	1.19	.56	28.5	1.43	.83	33.5
14. Not as Smart As Other Students	1.25	.64	21.5	2.01	1.08	9
15. Too Old to Begin College	1.31	.72	14.5	2.09	1.09	8
16. Not Able to Afford College	2.48	1.24	1	2.55	1.19	1
17. Not Able to Arrange Transportation	1.13	.49	34	1.33	.76	37
18. Not Able to Arrange Child Care	1.25	.73	21.5	1.53	.98	27
19. Do Not Have the Basic Skills	1.16	.54	31.5	1.79	1.02	18
20. Not Healthy Enough	1.34	.88	12	1.23	.67	44
21. Moved From the Area	1.02	.21	43.5	1.29	.75	40
22. Conflicting Job Responsibilities	1.71	1.06	4	1.97	1.07	10.5
23. Conflicting Home Responsibilities	1.58	.99	5	2.14	1.06	5.5
24. Enrolled at Another College	1.26	.79	19.5	1.37	.80	35
25. Unable to Obtain Financial Aid	2.20	1.31	2	2.24	1.26	3
26. Unable to Obtain Housing	1.02	.15	43.5	1.24	.74	43
27. Limited Support From Friends/Family	1.22	.57	25.5	1.62	.96	24
28. Unable to Obtain Flexible Employment	1.29	.70	16	1.84	1.15	16
29. Not Enough Time	1.45	.81	6	2.14	1.10	5.5
30. Commuting Distance Too Great	1.11	.34	35	1.47	.86	31.5
31. Course Not Offered When I Can Attend	1.28	.80	17.5	1.93	1.04	13
32. Acceptance into Program is Too Long	1.20	.56	27	1.90	1.14	14
33. Too Much Time to Complete Program	1.17	.52	30	2.18	1.12	4
34. Did Not Meet Program Requirements	1.16	.56	31.5	2.13	1.12	7
35. Limited Campus Office Hours	1.10	.42	36	1.43	.79	33.5
36. Inconvenient Parking	1.14	.54	33	1.52	.93	28

Note.

Disengaged, n=93; Matriculated, n=198

Response Scale: Not a Reason=1, A Minor Reason=2, A Major Reason=3, A Primary Reason=4

*Response Scale: I Did Not Consider=1, I Did Consider a Little Bit=2, I Did Consider Some=3, I Did Consider ALot=4

Table 2 (continued)

Why Adults Disengaged the Multi-Step Admission Process: Means, Standard Deviations, and Ranks

Group	Disengaged			*Matriculated		
	M	SD	Rank	M	SD	Rank
37. Too Much Time Required to Register	1.28	.71	17.5	1.30	.66	39
38. Did Not Receive Financial Aid in Time	1.38	.94	7.5	1.83	1.18	17
39. Not Enough Racial Diversity at College	1.02	.21	43.5	1.13	.52	45
40. Limited Interaction: Faculty & Students	1.05	.27	37.5	1.32	.67	38
41. Can't Transfer Credit to Other Colleges	1.02	.21	43.5	1.71	1.04	22.5
42. Enrollment Information Was Not Clear	1.23	.66	23.5	1.54	.86	26
43. Too Few Places to Study On Campus	1.03	.18	40	1.26	.65	42
44. Inadequate College Facilities	1.03	.18	40	1.27	.67	41
45. Inflexible Tuition Payment Schedule	1.38	.82	7.5	1.78	1.05	19

Note.

Disengaged, n=93; Matriculated, n=198

Response Scale: Not a Reason=1, A Minor Reason=2, A Major Reason=3, A Primary Reason=4

*Response Scale: I Did Not Consider=1, I Did Consider a Little Bit=2, I Did Consider Some=3, I Did Consider A Lot=4

Table 3

Comparing the Adult's Motivation to Engage the Community College: Means, Standard Deviations, and t values

Group	Disengaged	Matriculated	t	p
1. Gain Independence				
M	1.34	1.43	-.86	.39
SD	.82	.85		
2. Develop Maturity				
M	1.57	1.86	-2.31	.02
SD	.83	1.04		
3. Family Tradition				
M	1.06	1.18	-1.75	.08
SD	.25	.60		
4. Become Informed/Well-rounded				
M	2.57	2.72	-1.07	.28
SD	1.06	1.01		
5. Escape Loneliness/Boredom				
M	1.22	1.37	-1.61	.10
SD	.56	.76		
6. Affordable Tuition				
M	1.60	2.00	-3.06	.00
SD	.95	1.05		
7. Location				
M	2.02	2.26	-1.73	.08
SD	1.14	1.11		
8. Degree/Certificates				
M	2.57	2.86	-2.13	.03
SD	1.12	1.02		

Note.

Disengaged, n=93; Matriculated, n=198

Response Scale: Not a Reason=1, A Minor Reason=2, A Major Reason=3, A Primary Reason=4

Table 3 (continued)

Comparing the Adult's Motivation to Engage the Community College: Means, Standard Deviations, and t values

Group	Disengaged	Matriculated	t	p
9. Transfer Credit				
M	1.62	2.08	-3.33	.00
SD	1.03	1.10		
10. Flexible Course Schedule				
M	2.04	2.68	-4.46	.00
SD	1.14	1.10		
11. Increase Earning Potential				
M	2.93	3.31	-3.17	.00
SD	1.03	.91		
12. Comply w/ Authority				
M	1.07	1.31	-2.83	.00
SD	.31	.73		
13. Meet a Spouse				
M	1.04	1.11	-1.36	.17
SD	.20	.43		
14. Life Transition				
M	1.93	2.17	-1.53	.12
SD	1.17	1.25		
15. Prepare for New Occupation				
M	2.96	3.30	-2.63	.00
SD	1.04	1.00		

Note.

Disengaged, n=93; Matriculated, n=198

Response Scale: Not a Reason=1, A Minor Reason=2, A Major Reason=3, A Primary Reason=4

Table 4

Comparing the Adult's Motivation to Disengage the Admission Process: Means, Standard Deviations, and F values

Type of Disengagement	I	II	III	F	p
1. Fear of Failure					
M	1.28	1.37	1.38	.16	.84
SD	.74	.79	.66		
2. No Confidence in Basic Skills					
M	1.23	1.37	1.19	.55	.57
SD	.65	.68	.51		
3. Not Enough Energy					
M	1.34	1.33	1.40	.05	.94
SD	.71	.62	.82		
4. Tired of School					
M	1.04	1.03	1.09	.28	.75
SD	.30	.19	.30		
5. Unrealistic Expectations of School					
M	1.04	1.00	1.04	.61	.54
SD	.21	.00	.21		
6. I Do Not Matter to the College					
M	1.09	1.37	1.23	2.22	.11
SD	.29	.79	.53		
7. I Do Not Belong At the College					
M	1.20	1.14	1.19	.09	.91
SD	.67	.45	.51		
8. Not Committed to Begin College					
M	1.35	1.37	1.28	.10	.90
SD	.69	.68	.71		

Note.

Type I Disengagement, n=43; Type II Disengagement, n=27; Type III Disengagement, n=21

Response Scale: Not a Reason=1, A Minor Reason=2, A Major Reason=3, A Primary Reason=4

Table 4 (continued)

Comparing the Adult's Motivation to Disengage the Admission Process: Means, Standard Deviations, and F values

Type of Disengagement	I	II	III	F	p
9. Nervous About Tests					
M	1.32	1.33	1.47	.30	.73
SD	.71	.78	.81		
10. Alone and Isolated at College					
M	1.18	1.34	1.19	.56	.56
SD	.66	.74	.40		
11. Not Sure of Educational Goals/Plans					
M	1.88	1.85	1.66	.31	.72
SD	1.10	1.02	.85		
12. Difficulty Concentrating in Class					
M	**1.18**	**1.22**	**1.71**	4.34	.01**
SD	.58	.57	1.00		
13. College Does Not Care About My Success					
M	**1.04**	1.19	**1.42**	3.49	.03*
SD	.21	.56	.87		
14. Not as Smart As Other Students					
M	1.18	1.25	1.38	.65	.52
SD	.54	.71	.74		
15. Too Old to Begin College					
M	1.23	1.40	1.38	.57	.56
SD	.57	.97	.66		
16. Not Able to Afford College					
M	2.30	2.66	2.75	1.20	.30
SD	1.33	1.10	1.16		

Note.

Type I Disengagement, n=43; Type II Disengagement, n=27;Type III Disengagement, n=21

Response Scale: Not a Reason=1, A Minor Reason=2, A Major Reason=3, A Primary Reason=4

*Post-hoc test significant at .05

**Post-hoc test significant at .01

Table 4 (continued)

Comparing the Adult's Motivation to Disengage the Admissions Process: Means, Standard Deviations, and F values

Type of Disengagement	I	II	III	F	p
17. Not Able to Arrange Transportation					
M	1.06	1.14	1.23	.81	.44
SD	.33	.45	.76		
18. Not Able to Arrange Child Care					
M	1.39	1.22	1.00	2.10	.12
SD	.90	.69	.00		
19. Do Not Have the Basic Skills					
M	1.11	1.18	1.23	.37	.68
SD	.39	.62	.70		
20. Not Healthy Enough					
M	1.25	1.14	1.66	2.55	.08
SD	.78	.53	1.15		
21. Moved From the Area					
M	1.04	1.00	1.00	.55	.57
SD	..30	.00	.00		
22. Conflicting Job Responsibilities					
M	1.88	1.62	1.52	.95	.38
SD	1.19	.88	.98		
23. Conflicting Home Responsibilities					
M	1.65	1.70	1.33	.94	.39
SD	1.06	1.06	.73		
24. Enrolled at Another College					
M	1.18	1.48	1.00	2.70	.07
SD	.66	1.05	.00		

Note.

Type I Disengagement, n=43; Type II Disengagement, n=27;Type III Disengagement, n=21
Response Scale: Not a Reason=1, A Minor Reason=2, A Major Reason=3, A Primary Reason=4

Table 4 (continued)

Comparing the Adult's Motivation to Disengage the Admission Process: Means, Standard Deviations, and F values

Type of Disengagement	I	II	III	F	p
25. Not Able to Obtain Financial Aid					
M	2.09	2.18	2.57	.96	.38
SD	1.30	1.24	1.39		
26. Not Able to Obtain Affordable Housing					
M	1.02	1.00	1.04	.61	.54
SD	.15	.00	.21		
27. Limited Support From Friends/Family					
M	1.23	1.11	1.33	.90	.40
SD	.57	.42	.73		
28. Not Able to Obtain Flexible Employment					
M	1.37	1.25	1.19	.51	.60
SD	.84	.52	.60		
29. Not Enough Time					
M	1.67	1.25	1.28	2.86	.06
SD	.99	.52	.64		
30. Commuting Distance Too Great					
M	1.09	1.14	1.09	.22	.79
SD	.36	.36	.30		
31. Courses Not Offered When Able to Attend					
M	1.30	1.34	1.19	.22	.80
SD	.86	.84	.67		
32. Acceptance in the Program is Too Long					
M	1.27	1.14	1.14	.61	.54
SD	.62	.60	.35		

Note.

Type I Disengagement, n=43; Type II Disengagement, n=27;Type III Disengagement, n=21

Response Scale: Not a Reason=1, A Minor Reason=2, A Major Reason=3, A Primary Reason=4

Table 4 (continued)

Comparing the Adult's Motivation to Disengage the Admission Process: Means, Standard Deviations, and F values

Type of Disengagement	I	II	III	F	p
33. Too Much Time to Complete the Program					
M	1.16	1.18	1.19	.02	.97
SD	.53	.62	.40		
34. Not Able to Meet the Requirements of the Program					
M	1.09	1.29	1.14	1.06	.34
SD	.37	.86	.35		
35. Limited Campus Office Hours/Could Not Keep Appointments					
M	1.16	1.00	1.04	1.43	.24
SD	.57	.00	.21		
36. Inconvenient Parking					
M	1.09	1.25	1.09	.85	.42
SD	.47	.71	.43		
37. Too Much Time Required to Register					
M	1.20	1.37	1.28	.41	.66
SD	.59	.83	.78		
38. Did Not Receive Financial Aid in Time					
M	1.16	1.59	1.63	2.55	.08
SD	.65	1.04	1.25		
39. Not Enough Racial Diversity at the College					
M	1.04	1.00	1.00	.55	.57
SD	.30	.00	.00		
40. Limited Interaction with Faculty and Students					
M	1.02	1.03	1.04	.12	.88
SD	.15	.19	.21		

Note.

Type I Disengagement, n=43; Type II Disengagement, n=27;Type III Disengagement, n=21

Response Scale: Not a Reason=1, A Minor Reason=2, A Major Reason=3, A Primary Reason=4

Table 4 (continued)

Comparing the Adult's Motivation to Disengage the Admission Process: Means, Standard Deviations, and F values

Type of Disengagement	I	II	III	F	p
41. Not Able to Transfer Credit to Other Colleges					
M	1.04	1.00	1.00	.56	.57
SD	.30	.00	.00		
42. Enrollment Information Was Not Clear					
M	1.09	1.33	1.38	1.72	.18
SD	.43	.78	.86		
43. Too Few Places to Study On Campus					
M	1.02	1.03	1.04	.12	.88
SD	.15	.19	.21		
44. Inadequate College Facilities					
M	1.02	1.03	1.04	.12	.88
SD	.15	.19	.21		
45. Inflexible Tuition Payment Schedule					
M	1.26	1.55	1.42	1.06	.35
SD	.76	.84	.92		

Note.

Type I Disengagement, n=43; Type II Disengagement, n=27;Type III Disengagement, n=21

Response Scale: Not a Reason=1, A Minor Reason=2, A Major Reason=3, A Primary Reason=4

Appendix A
Disengaging Survey Instrument

OWENS COMMUNITY COLLEGE

Disengaging Survey

Mark the response category which best describes your **reasons for not attending** Owens Community College. For example, if one of your reasons for not attending was a fear of failing your courses, you might mark the box under "A major reason." If that was not a reason, you would mark the box under "Not a reason."
Please respond to each item.

		Not a reason	A minor reason	A major reason	A primary reason
1.	I had a fear of failing my courses	☐	☐	☐	☐
2.	I was not confident in my basic academic skills (reading, writing, etc)	☐	☐	☐	☐
3.	I did not have enough personal energy or stamina	☐	☐	☐	☐
4.	I was tired of going to school	☐	☐	☐	☐
5.	I had an unrealistic expectation of college life	☐	☐	☐	☐
6.	I did not feel I mattered to anyone at the college	☐	☐	☐	☐
7.	I did not feel I belonged at the college	☐	☐	☐	☐
8.	I was not committed to begin college	☐	☐	☐	☐
9.	I was nervous about taking tests	☐	☐	☐	☐
10.	I felt alone and isolated at the college	☐	☐	☐	☐
11.	I was not sure of my educational goals and plans	☐	☐	☐	☐
12.	I have difficulty concentrating in class	☐	☐	☐	☐
13.	I did not feel the college cared about my success	☐	☐	☐	☐
14.	I did not feel as smart as the other students	☐	☐	☐	☐
15.	I felt too old to begin college	☐	☐	☐	☐
16.	I could not afford the cost of tuition, fees, etc.	☐	☐	☐	☐
17.	I was unable to arrange transportation to class	☐	☐	☐	☐
18.	I was unable to arrange child care during class hours	☐	☐	☐	☐
19.	I did not have the basic academic skills to be successful	☐	☐	☐	☐
20.	I could not attend because of health issues	☐	☐	☐	☐
21.	I moved out of the area	☐	☐	☐	☐
22.	I had conflicting job responsibilities	☐	☐	☐	☐
23.	I had conflicting home responsibilities	☐	☐	☐	☐
24.	I enrolled at another college	☐	☐	☐	☐
25.	I was not able to obtain adequate financial aid	☐	☐	☐	☐

Mark the response category which best describes your **reasons for not attending** Owens Community College.
Please respond to each item.

		Not a reason	A minor reason	A major reason	A primary reason
26.	I was unable to obtain affordable housing in the area	☐	☐	☐	☐
27.	I had limited support from family and friends	☐	☐	☐	☐
28.	I was unable to obtain flexible employment while in school	☐	☐	☐	☐
29.	I did not have enough time for school	☐	☐	☐	☐
30.	The commuting distance was too great	☐	☐	☐	☐
31.	The courses I needed were not offered when I could attend	☐	☐	☐	☐
32.	There was too long a wait to get into the program I wanted	☐	☐	☐	☐
33.	It took too much time to complete the program I wanted	☐	☐	☐	☐
34.	I did not meet the requirements for the program I wanted	☐	☐	☐	☐
35.	I was not able to keep campus appointments because of campus office hours	☐	☐	☐	☐
36.	Campus parking was inconvenient	☐	☐	☐	☐
37.	The time required to enroll was too much	☐	☐	☐	☐
38.	I was unable to get my financial aid checks from the college in time to pay for tuition and fees	☐	☐	☐	☐
39.	There was not enough racial diversity among the student body, faculty and staff	☐	☐	☐	☐
40.	There was limited opportunity to interact with faculty and other students	☐	☐	☐	☐
41.	I could not transfer Owens Community College credit to another college program	☐	☐	☐	☐
42.	The information I received about how to enroll was not clear	☐	☐	☐	☐
43.	There were too few places to study on campus	☐	☐	☐	☐
44.	The college facilities were inadequate for my purposes	☐	☐	☐	☐
45.	There was not enough flexibility in the college tuition payment schedule	☐	☐	☐	☐

Please list any other reason(s) why you decided not to attend Owens Community College

Why did you consider attending Owens Community College?
Please respond to each item.

		Not a reason	A minor reason	A major reason	A primary reason
1.	I wanted to gain independence from my family	☐	☐	☐	☐
2.	I wanted to develop personal maturity	☐	☐	☐	☐
3.	I wanted to continue the family tradition of attending college	☐	☐	☐	☐
4.	I wanted to become a more informed and well-rounded person	☐	☐	☐	☐
5.	I wanted to escape loneliness and boredom	☐	☐	☐	☐
6.	I wanted to increase my earning potential	☐	☐	☐	☐
7.	I wanted to comply with the wishes of an authority figure (boss, parents)	☐	☐	☐	☐
8.	I wanted to meet a spouse	☐	☐	☐	☐
9.	I was facing a life transition (divorce, career change)	☐	☐	☐	☐
10.	I wanted to prepare for a new occupation	☐	☐	☐	☐
11.	Low cost of tuition	☐	☐	☐	☐
12.	Location of college	☐	☐	☐	☐
13.	Degree and certification opportunities	☐	☐	☐	☐
14.	Transferability of credit to four-year colleges	☐	☐	☐	☐
15.	The flexible course schedule	☐	☐	☐	☐

Please list any other reason(s) why you considered Owens Community College

Please respond to the background information requested below by marking the applicable response category or by writing your response in the space provided.

Age _____

Ethnicity

- ☐ White, Non-Hispanic
- ☐ Black, Non-Hispanic
- ☐ Hispanic
- ☐ American Indian / Alaskan Native
- ☐ Asian / Pacific Islander
- ☐ Other

Sex

- ☐ Male
- ☐ Female

Marital Status

- ☐ Single
- ☐ Married
- ☐ Divorced
- ☐ Widow(er)
- ☐ Separated

Number of Dependent Children _____

Employment

Average Work Week (hours) _____

Annual Household Income

- ☐ Less than $13,000
- ☐ $13,000 – $14,999
- ☐ $15,000 – $16,999
- ☐ $17,000 – $18,999
- ☐ $19,000 – $20,999
- ☐ $21,000 – $22,999
- ☐ $23,000 – $24,999
- ☐ $25,000 – $26,999
- ☐ $27,000 – $28,999
- ☐ $29,000 – $30,999
- ☐ $31,000 – $33,000
- ☐ More than $33,000

When did you plan to begin at Owens Community College?

Semester:	☐ Fall	☐ Spring	☐ Summer
Year:	☐ 1994	☐ 1995	☐ 1996

ID# _____ [redacted]

Place the completed survey in the addressed stamped envelope and return it to Owens Community College

Owens Community College promotes equal opportunity regardless of age, color, disability, national origin, race, religion or sex.

Appendix B
Engaging Survey Instrument

Mark the response category which best indicates **how much you considered each of the following statements while making your decision to become a student at Owens Community College.** For example, if you considered the statement "I may be tired of going to school" when making your decision to attend Owens Community College, you might mark the box under "I did consider some." If you did not consider the statement, you would mark the box under "I did not consider."
Please respond to each item.

		I did not consider	*I did consider a little bit*	*I did consider some*	*I did consider a lot*
1.	I fear I might fail my courses	☐	☐	☐	☐
2.	I am not confident in my basic academic skills (reading, writing, etc)	☐	☐	☐	☐
3.	I may not have enough personal energy or stamina	☐	☐	☐	☐
4.	I may be tired of going to school	☐	☐	☐	☐
5.	I may have an unrealistic expectation of college life	☐	☐	☐	☐
6.	I may not matter to anyone at the college	☐	☐	☐	☐
7.	I may not belong at the college	☐	☐	☐	☐
8.	I may not be committed to begin college at this time	☐	☐	☐	☐
9.	I may be nervous about taking tests	☐	☐	☐	☐
10.	I may feel alone and isolated at the college	☐	☐	☐	☐
11.	I may not be sure of my educational goals and plans	☐	☐	☐	☐
12.	I may have difficulty concentrating in class	☐	☐	☐	☐
13.	The college may not care about my success	☐	☐	☐	☐
14.	I may not be as smart as the other students	☐	☐	☐	☐
15.	I feel too old to begin college	☐	☐	☐	☐
16.	I may not be able to afford the cost of tuition, fees, etc.	☐	☐	☐	☐
17.	I may not be able to arrange transportation to class	☐	☐	☐	☐
18.	I may not be able to arrange child care during class hours	☐	☐	☐	☐
19.	I may not have the basic academic skills to be successful	☐	☐	☐	☐
20.	I may not be able to enroll because of health issues	☐	☐	☐	☐
21.	I may move out of the area	☐	☐	☐	☐
22.	I may have conflicting job responsibilities	☐	☐	☐	☐
23.	I may have conflicting home responsibilities	☐	☐	☐	☐
24.	I may enroll at another college	☐	☐	☐	☐
25.	I may not be able to obtain adequate financial aid	☐	☐	☐	☐

Mark the response category which best indicates **how much you considered each of the following statements** while making your decision to become a student at Owens Community College. Please respond to each item.

		I did not consider	I did consider a little bit	I did consider some	I did consider a lot
26.	I may not be able to obtain affordable housing in the area	☐	☐	☐	☐
27.	I may have limited support from family and friends	☐	☐	☐	☐
28.	I may not be able to obtain flexible employment while in school	☐	☐	☐	☐
29.	I may not have enough time for school	☐	☐	☐	☐
30.	The commuting distance may be too great	☐	☐	☐	☐
31.	The courses I need may not be offered when I can attend	☐	☐	☐	☐
32.	There may be too long a wait to get into the program I want	☐	☐	☐	☐
33.	It may take too much time to complete the program I want	☐	☐	☐	☐
34.	I may not meet the requirements for the program I want	☐	☐	☐	☐
35.	I may not be able to keep campus appointments because of campus office hours	☐	☐	☐	☐
36.	Campus parking may be inconvenient	☐	☐	☐	☐
37.	The time required to enroll may be too much	☐	☐	☐	☐
38.	I may not be able to get my financial aid checks from the college in time to pay for tuition and fees	☐	☐	☐	☐
39.	There may not be enough racial diversity among the student body, faculty and staff	☐	☐	☐	☐
40.	There may be limited opportunity to interact with faculty and other students	☐	☐	☐	☐
41.	I may not be able to transfer Owens Community College credit to another college program	☐	☐	☐	☐
42.	The information I receive about how to enroll may not be clear	☐	☐	☐	☐
43.	There may be too few places to study on campus	☐	☐	☐	☐
44.	The college facilities may be inadequate for my purposes	☐	☐	☐	☐
45.	There may not be enough flexibility in the college tuition payment schedule	☐	☐	☐	☐

Please list any other reasons you considered when making your decision to attend Owens Community College

Mark the response category that best describes your **reasons for attending** Owens Community College. Please respond to each item.

		Not a reason	A minor reason	A major reason	A primary reason
1.	I wanted to gain independence from my family	☐	☐	☐	☐
2.	I wanted to develop personal maturity	☐	☐	☐	☐
3.	I wanted to continue the family tradition of attending college	☐	☐	☐	☐
4.	I wanted to become a more informed and well-rounded person	☐	☐	☐	☐
5.	I wanted to escape loneliness and boredom	☐	☐	☐	☐
6.	I wanted to increase my earning potential	☐	☐	☐	☐
7.	I wanted to comply with the wishes of an authority figure (boss, parents)	☐	☐	☐	☐
8.	I wanted to meet a spouse	☐	☐	☐	☐
9.	I was facing a life transition (divorce, career change)	☐	☐	☐	☐
10.	I wanted to prepare for a new occupation	☐	☐	☐	☐
11.	Low cost of tuition	☐	☐	☐	☐
12.	Location of college	☐	☐	☐	☐
13.	Degree and certification opportunities	☐	☐	☐	☐
14.	Transferability of credit to four-year colleges	☐	☐	☐	☐
15.	The flexible course schedule	☐	☐	☐	☐

Please list any other reason(s) for choosing Owens Community College

Please respond to the background information requested below by marking the applicable response category or by writing your response in the space provided.

Age _____

Ethnicity

- ☐ White, Non-Hispanic
- ☐ Black, Non-Hispanic
- ☐ Hispanic
- ☐ American Indian / Alaskan Native
- ☐ Asian / Pacific Islander
- ☐ Other

Sex

- ☐ Male
- ☐ Female

Marital Status

- ☐ Single
- ☐ Married
- ☐ Divorced
- ☐ Widow(er)
- ☐ Separated

Number of Dependent Children _____

Employment

Average Work Week (hours) _____

Annual Household Income

- ☐ Less than $13,000
- ☐ $13,000 – $14,999
- ☐ $15,000 – $16,999
- ☐ $17,000 – $18,999
- ☐ $19,000 – $20,999
- ☐ $21,000 – $22,999
- ☐ $23,000 – $24,999
- ☐ $25,000 – $26,999
- ☐ $27,000 – $28,999
- ☐ $29,000 – $30,999
- ☐ $31,000 – $33,000
- ☐ More than $33,000

Owens Community College Campus

- ☐ Toledo
- ☐ Findlay

Technology

- ☐ Arts & Sciences
- ☐ Health Technologies
- ☐ Business/Public Service Technologies
- ☐ Industrial/Engineering Technologies

Major _____

ID# _____

Place the completed survey in the addressed stamped envelope and return it to Owens Community College

Owens Community College promotes equal opportunity regardless of age, color, disability, national origin, race, religion or sex.

Appendix C
Definition of Terms

Admission Step I- An initial informational meeting between a prospective student and an admissions representative from the Office of Admissions.

Admission Step II- The admission step that includes basic skills assessment and campus orientation with personnel from New Student Advising and Assessment.

Admission Step III- The admission step that includes advising and class registration with personnel from New Student Advising.

Disengaging Adult- A prospective adult student who voluntarily disengages the multi-step admissions process.

Engaging- The process of initiating the multi-step admissions process by the prospective adult student.

Matriculating Adult- A prospective adult student who completes each step of the mulit-step admissions process and attends classes beyond the final drop date.

Type I Disengagment- A prospective adult student who meets with an admissions representative (admission step I) but does not complete step II or step III due to voluntary disengagement.

Type II Disengagment- A prospective adult student who meets with an admissions representative (admission step I) and completes basic skills assessment and campus orientation (admission step II) but not step III due to voluntary disengagement.

Type III Disengagment- A prospective adult student who meets with an admissions representative (admission step I), completes basic skills assessment and campus orientation (admission step II), and registers for classes (admission step III) prior to voluntarily disengaging the institution.